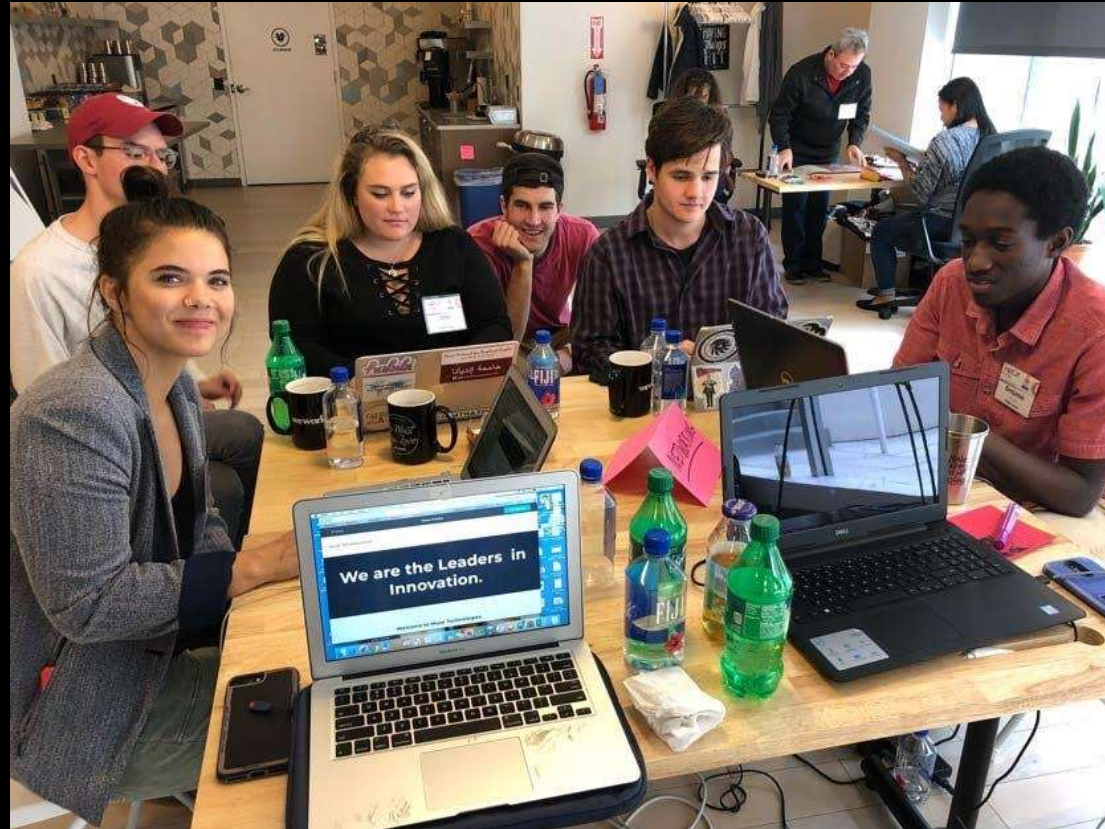


# Pitfalls & Possibilities: making good choices about technologies for language learning

March 15, 2019  
Training Committee, ILR Meeting  
National Foreign Language Center,  
UMD

Kevin Gormley, PhD  
DLNSEO  
Amy Heaton, PhD,  
Contractor Support to  
DLNSEO





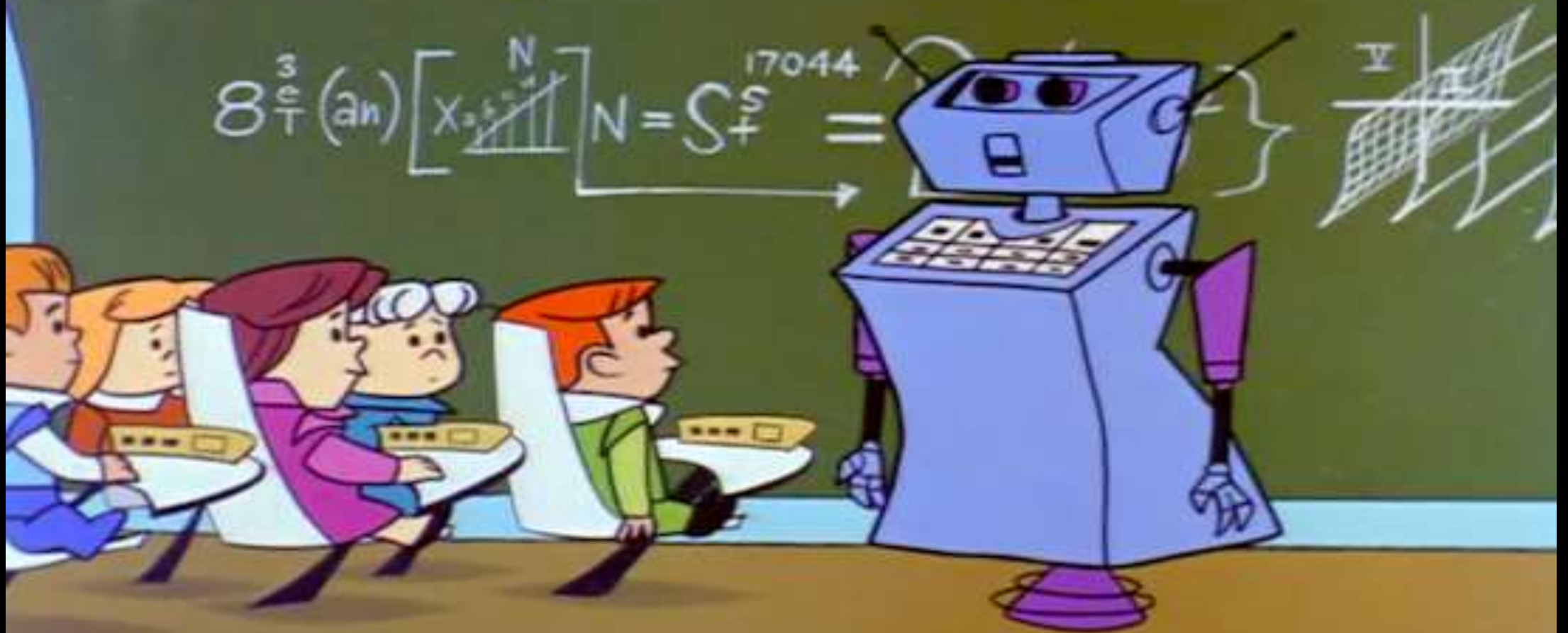
italki FIND A NATIVE LANGUAGE TEACHER ONLINE START TALKING







What do we mean when we talk about 'technology for language learning?'



# What about

Blended Learning?



Virtual Reality?



Gaming?



Augmented Reality?



Mixed Reality





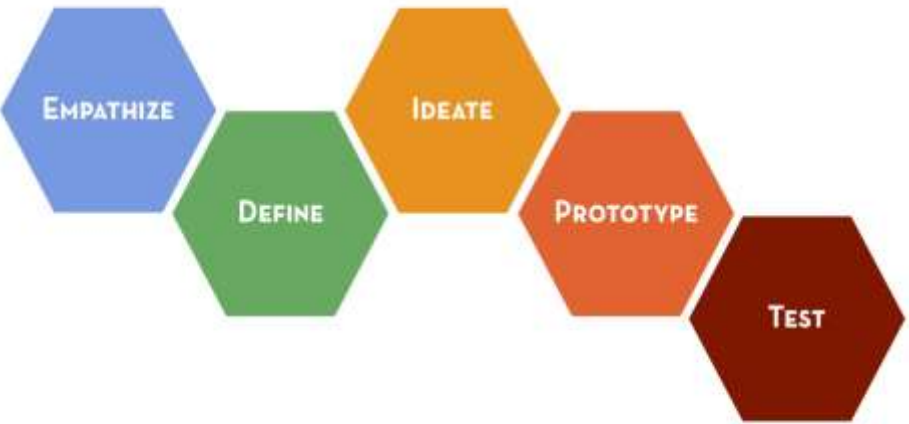
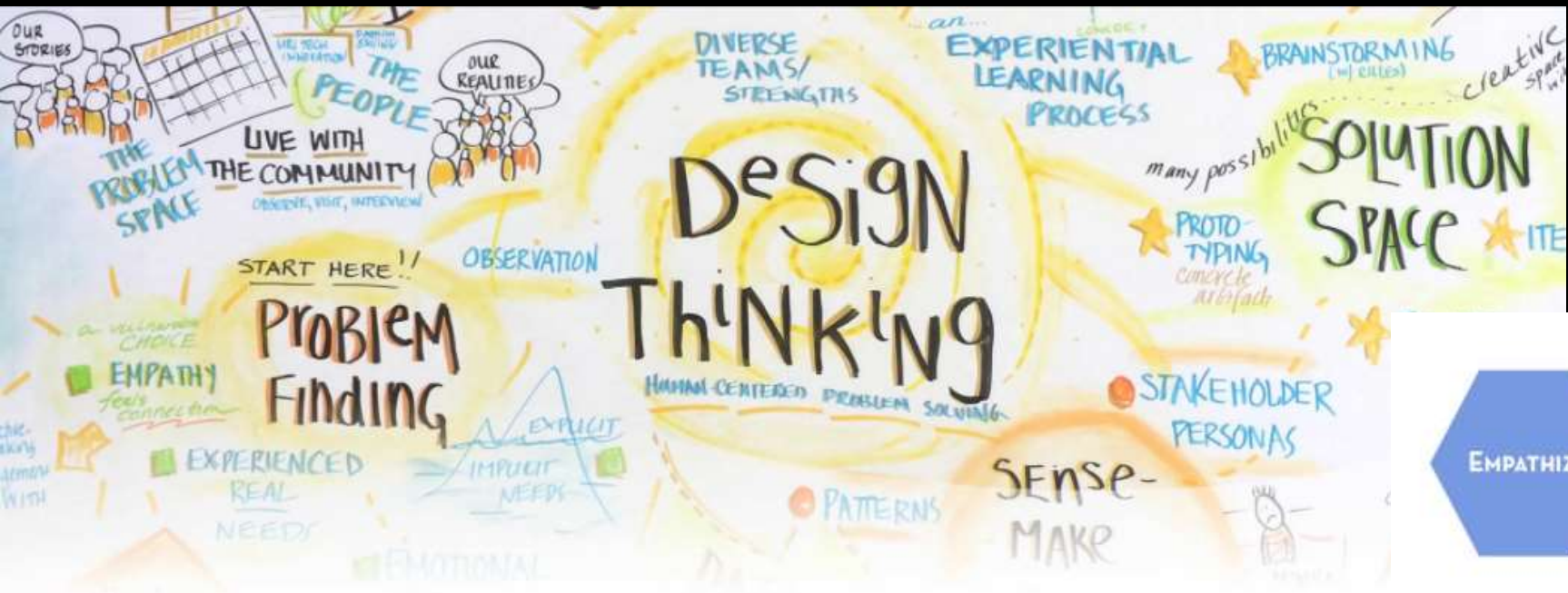
# How Do we Protect Against the Magpie Effect?





THE LANGUAGE FLAGSHIP  
Creating Global Professionals

# Technology Innovation Center







**THE LANGUAGE FLAGSHIP**  
*Creating Global Professionals*

# Technology Innovation Center

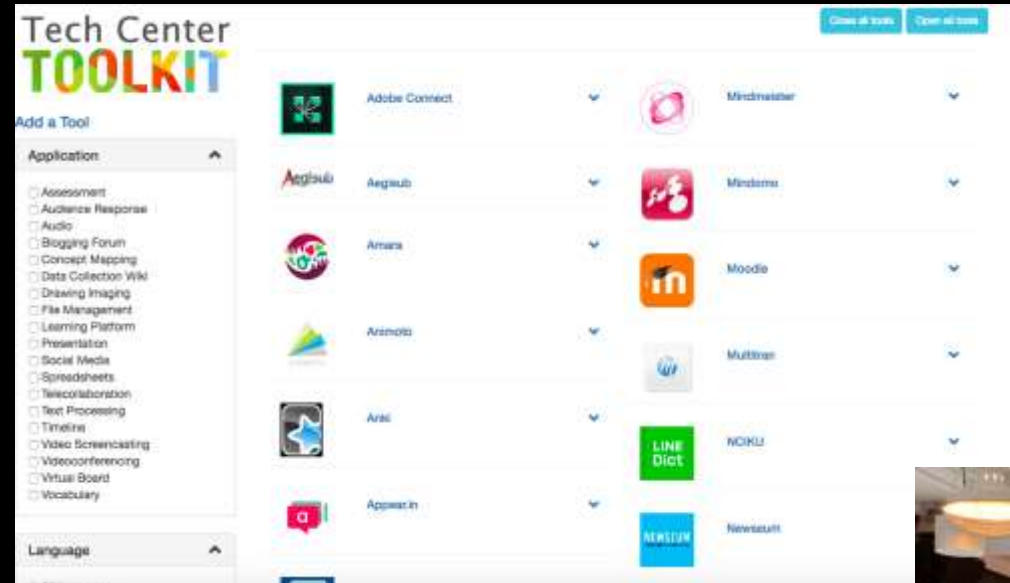




# Flagship Student Hackathon



# Toolkit Project



# Launchpad Event at ACTFL





THE LANGUAGE FLAGSHIP

Creating Global Professionals

О сайте | Стать участником | Программа | Контакты

## The Master and Margarita Talk

30 апреля 2018 года  
14.30 по восточному летнему времени (EOT)  
в колледже Брайн Мау, Сектор 300,  
а также онлайн через сервер [Zoom](#)

Рукописи не горят!

Но не все верят в это.

У Вас есть уникальная возможность  
доказать, что великий роман жив.

[Подробнее](#)

Тех. поддержка:  
The Russian Language Flagship Program at Bryn Mawr College  
The Language Flagship Technology Innovation Center

Technology Innovation Center



Green Ideas, Inc.

Language for Professionals Simulation

[The Green Ideas, Inc. website](#) [and the Green Ideas, Inc. website](#)



## the language learning experience

Simulations have immense potential to engage learners in meaningful experiences. This vignette illustrates a virtual environment that immerses a language learner in situated, content-rich, and highly contextualized language learning experiences. The simulation described here takes advantage of existing resources in the Flagship community, such as tutors, who can play different roles in the experience, and can be adapted to any Flagship language.



The company website provides resources for learners to become acquainted with the philosophy of the company and its leadership.

Gabi, a sophomore student in international affairs, is an intermediate High Chinese Language Flagship student. Gabi receives an e-mail in Chinese from her tutor inviting her to take a look at the website of an interesting organization, Green Ideas, Inc., which they will discuss during her next tutoring session. Green Ideas, Inc., is in fact a simulation of a global company with offices in China. The e-mail from the tutor includes a few questions about the organization and instructs Gabi to come to the tutoring session prepared to discuss these questions. One of the questions concerns which position she would apply for in that company, and why. During the tutoring session, the tutor asks Gabi which of the three positions she found most appealing. Gabi expresses interest in the PR position and her tutor encourages her to prepare a résumé and cover letter to apply. After sending in her application, Gabi receives an automated e-mail in Chinese confirming receipt. The following week, Gabi receives an e-mail from a PR office assistant to set up a time for a Skype interview. Gabi and her tutor work on preparing for the interview, researching Chinese websites that offer job interview tips. At the appointed time, two friendly



Job Application Form



# What Our Stakeholders Want

- ❑ Connection
- ❑ Collaboration & Sharing of Resources
- ❑ Professional Development
- ❑ Learner Agency & Individualized Learning
- ❑ To Create holistic, consummate Global Professionals



# Guidelines for Technology Development

- The technology answers a specific and well-defined learning requirement or solves a specific problem
- The Technology fits into the daily life of end-users and all stakeholders including students, instructors, and program managers have been actively consulted throughout its development
- Development is rooted in research on increased learner gains and calculable returns on investment, even if returns are in terms of time on task for instructors, students, or other stakeholders
- The technology is the most parsimonious response to a requirement (the most cost- and time-efficient for the greatest learner outcome) rather than an interesting path to pursue simply because the technology exists

- All curriculum, environments, software, and processes are not locked behind proprietary systems, and password-protected sites; the source code and curriculum materials are all open to avoid continued costs to the government after the development and transition stages
- The technology solution has a sustainment plan with a budget that includes but is not limited to a plan for server space, cybersecurity, and continued updating of software, user-interface, and curriculum
- The technology has a user-friendly UX design that enables clients and other end-users to navigate intuitively without training on the system
- The technology is built using open APIs that allow for modular development and integration with other existing and future training technologies and personnel management systems for tracking of performance across the career of the lifelong

# Technology Adoption Checklist

- What are we trying to accomplish/what is our goal (e.g., improving non-participatory listening skills)?
- What is our model for best pedagogical practices? Is it possible to scale these practices and to preserve their efficacy while using this technology?
- What is our current approach for achieving this goal? Is it working? Why or why not? (Make a clear problem statement). How can we eliminate or mitigate the reasons this is not working? Why do we think technology should be part of the solution? What will technology allow that no other pedagogical approach can deliver?



- What are other people doing to solve this same problem? What measures of success do they have to support using their approach? Is there anyone within the Flagship who is struggling with this similar problem with whom we could collaborate on integrating this technology into our courses?
- Is the technological solution more cost effective than face-to-face? If not, will the learner gains or time efficiencies in the future be significant enough to outweigh initial costs? What evidence is there to support our hypotheses?
- How will instructors interact with the technology and preserve best practices in language learning pedagogy? Will instructors need training and if so, how much time or other resources will be required to accomplish this? Who will lead this effort and coordinate among instructors?

- What is the plan for student buy-in? What are we doing to ensure this is a technology students need and will be able to easily incorporate into their daily lives and learning pathway?
- How are we going to blend this technology into our established course? What will the blended learning experience look and how are we ensuring that any curriculum topics we are covering using technology will be given credit in course syllabi and will not replace other necessary learning?
- What is our sustainability plan? How will we continue to license software so time spent in blending this technology into our courses is worthwhile? What assurances do we have that the technology company we are choosing to work with will endure beyond a couple years? What rights will we have to licensing and content once we develop it?
- What is our plan for updating this implementation of technology regularly? What resources will we need to allocate toward updating curricula and technology updates or tweaks?

# Does it Pass the Sleep-Fish Test?

